



State of Arizona
Department of Education
Office of John Huppenthal
Superintendent of Public Instruction

Superintendent Huppenthal supports the arts as part of a complete education for Arizona students

- A school curriculum should include all of the content areas covered by **Arizona's Academic K-12 Standards, including the arts**. "Every student should receive arts instruction through the intermediate level in all art forms, as well as reach an advanced level in at least one art form prior to graduation from high school."
- Arts Standards Rationale
- As outlined in Arizona's state statutes, **students in grades K-8 at a minimum "shall demonstrate competency** as defined by the State Board-adopted Essential Skills...in the following required subject areas...**Music, Visual Arts."** **High School students must receive "one credit of fine arts (performing or visual) or vocational education"** in order to graduate from high school.
- R7-2-301; R7-2-302
- The current ESEA federal education act for schools entitled *No Child Left Behind* **lists the arts as part of the core curriculum**.
- Title IX, Part A, Section 9101 (1)(D)(11), Definitions

"A quality education in the arts enhances student learning, including teaching discipline, concentration, collaboration, analysis and design. All of these are important skills for future success in college and beyond. I support the arts as part of a complete education for Arizona students."

**- Superintendent of Public Instruction
John Huppenthal**

Arts Education Research Findings:

1. In Seattle, 3rd grade students studied language arts concepts through dance activities. Students involved in the **dance** activities **boosted** their standardized reading scores by **13%** in 6 months. (Leroux & Grossman, 1999)
2. A 1996 study by Michael Gardiner involved eight 1st grade classrooms. Four classes were **arts enriched** and four were controls that received only the standard arts curriculum. After 7 months, **77%** of the arts-enriched classes **scored at grade level**, compared to **55%** of the control group. (Jensen, pg. 59)
3. Second graders who received **piano instruction** plus practice with a math video game along with math instruction, **scored 15 to 41% higher** on a test of ratios and fractions than second graders who received extra English lessons plus the math video game, and students who received traditional math. (Shawn & Rauscher, 1997)
4. There are correlations with **movement arts** and higher college entrance scores. The College Board reports that for the 1999 school year, there are differences between scores of students taking **dramatic arts** to those with no coursework in these content areas.
 - Students in **drama study** scored **44 points higher**;
 - Students with **acting or production** experience scored **53 points higher** on the averaged math and verbal scores.

Resources:

Arizona Department of Education
Lynn Tuttle, 602/364-1534
Lynn.Tuttle@azed.gov
www.azed.gov/asd/arts

Arts Education Research:
<http://www.aep-arts.org>

Arizona Commission on the Arts
Sign up for state arts agency's monthly arts education e-newsletter and learn about funding opportunities at
www.azarts.gov